

## Section I: Introduction

The *No Child Left Behind Act of 2001* (NCLB) (Public Law 107-110), reauthorizes and amends federal programs established under the *Elementary and Secondary Education Act of 1965* (ESEA). Under NCLB, accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds now apply to all districts and campuses. All public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress (AYP).

### **Amendments to the 2010 AYP Workbook**

The United States Department of Education (USDE) requires a Consolidated State Application Accountability Workbook (Texas AYP Workbook) that describes the current Texas AYP calculations. On February 12, 2010, the Texas Education Agency (TEA) issued an amended version of its 2010 Texas AYP Workbook to the USDE that reflects required regulations and guidance from the USDE.

The Texas AYP Workbook approved by the USDE in July 2010, meets the requirements in NCLB and provides a mechanism for evaluating district and campus AYP in 2010. The AYP requirements in NCLB are based on the following principles:

**All Schools:** A single statewide definition of AYP applies to all districts and campuses, including Title I and non-Title I districts and campuses, alternative education campuses, and open-enrollment charter schools.

**All Students:** All students in Grades 3-8 and 10 must be tested and all results must be included in the AYP calculation.

Assessments evaluated for AYP are:

- Texas Assessment of Knowledge and Skills (TAKS) and TAKS (Accommodated) in Reading/English Language Arts and Mathematics;
- Texas Assessment of Knowledge and Skills-Modified (TAKS–M) in Reading/English Language Arts and Mathematics for students receiving special education services who meet participation requirements for TAKS–M and for whom TAKS is not appropriate;
- Texas Assessment of Knowledge and Skills-Alternate (TAKS–Alt) in Reading/English Language Arts and Mathematics for students with significant cognitive disabilities who meet the participation requirements;
- Texas English Language Proficiency Assessment System (TELPAS) Reading for recent immigrant limited English proficient (LEP) students who were exempted in Reading/English Language Arts by the Language Proficiency Assessment Committee (LPAC);
- Linguistically Accommodated Testing (LAT) of the TAKS and TAKS–M Reading/English Language Arts and Mathematics assessments for recent immigrant LEP students who were exempted by the LPAC.

**Standards:** Baseline performance standards for Reading/English Language Arts and Mathematics measures are determined using the methodology required in NCLB. The standards must increase over time to reach 100 percent by 2013–14.

**Performance and Participation:** Districts and campuses must meet test participation standards as well as performance standards for students tested.

**Student Groups:** All students, and African American, Hispanic, White, economically disadvantaged, special education, and LEP student groups must meet the same performance and participation standards. States individually develop minimum size requirements for evaluation of student groups.

**Other Measures:** High schools must meet a Graduation Rate standard set by the state. States individually identify an additional measure for elementary and middle/junior high schools.

## **Texas NCLB Report**

Section 1111(h)(1) and (2) of the NCLB Act describes the requirements for the annual reporting of student achievement and AYP information for the state, local educational agency, and school. In past years, this federal requirement was met through existing state reports, however, for 2008-09 reporting and beyond the USDE requires that Texas' state, district, and campus reports be accessible by stakeholders in one document. TEA uses a web-based reporting system that generates the required NCLB Report Cards (NCLB RC). 2009 NCLB report cards are available at the state, district, and campus level for easy dissemination by school districts. 2010 NCLB report cards will be available in January, 2011.

The student achievement information required for the NCLB RC is a summary of all TAKS tests and grades. The relationship between the student achievement information and AYP performance results, both of which are reported on the NCLB RC, are described in *Appendix E*. For more information on the distribution requirements of the Texas NCLB Report Card, please contact the Division of NCLB Program Coordination at (512) 463-9374.